



University of Mary Hardin-Baylor
College of Education
EDAD 7313 - Trends in Educational Thought/Summer Institute I (State)
Summer Semester 2010

Course Description

The first Summer Institute (State) provides the student with an opportunity to gain insight into the professional education organizations, the governing bodies of educational institutions, and the influence or neglect of government on P-16 education. The experience will provide the doctorate students with current knowledge of the world of education in a P-16 environment. The Institutes are one of the unique aspects of the design of the doctoral program. Through the opportunity to travel, the students will be immersed in other cultures, organization, and ideas.

General Course Information

The expansion of education systems at any level is a process that needs to be monitored carefully. Education does not occur in a vacuum; it is affected not only by what is happening in the field but also by what is happening in the rest of society. Examining trends allows organization to anticipate change, rather than react to it. Trends are not a predictor of the future, but an indication of the direction of change. This course is designed for the student to examine ongoing and emerging trends and to explore how these trends may affect education in the United States over the next century.

Course Objectives

1. Explore the impact of various educational organizations as they relate to the current and future concerns of P-16 education.
2. Describe the philosophy, organization, curriculum, operation, expectations and limitation of this unique program.
3. Develop an appreciation of their present skills, strengths, and shortcomings as educational administrators.
4. Describe the aspects of UMHB's personnel, buildings, programs, services and regulations that facilitate success in their doctoral program.
5. Demonstrates a strong cohesive and supportive relationship within their cohort group.
6. Research meaningful information into the current status of P-16 education in Texas, including major problems and trends that relate to population changes, technological advances, economic ups and downs, political shifts and social transformations.

7. Build an education database of publishing companies, professional magazines, journals, and other publications that will provide you with publishing opportunities during your doctorate quest.

Focus Questions

Law

No one event ever occurred in isolation. There have always been causes and effects which have significance. The landmark Supreme Court case *Brown v. Board of Education* (1954) illustrated the point that historical events cannot be taught in isolation.

Question: As a leader in the 21st century, how would you relate the importance of studying cause and effect of *No Child Left Behind* as it relates to school districts across the State of Texas?

Leadership

In a time of rapid change and increasing uncertainty, demographic data provide the most reliable source of information about what the future may bring.

Question: As a leader in the 21st century how would you relate the impact of race, phase of life, ethnicity, age and poverty to what the population will look like in the next 10 to 15 years?

Research

Scientific inquiry and good research is vital to strengthening the field of education, and especially research in teacher education. As a leader in the 21st century, connecting teacher education to student learning is paramount.

Question: What do futurists consider as long term trends that would have a significant impact on education, directly or indirectly?

Resources

Education reforms occur in cycles, and policymakers, educators and citizens are in the midst of a long-standing quest for improving the quality of education. At one time, what was taught and how it was taught varied little across the country, but today a number of acceptable education approaches are available.

Question: As a leader in the 21st century do you foresee the future in public education as one of choice, which is driving competition for students and teachers?

Contemporary Issues

There continues to be a spirited debate between technology supporters and detractors about the success in transforming the education system through the use of technology.

Question: Considering the potential of technology in transforming education, why has the impact of the digital age on P-16 education appears to be minor, or does it?

Relationships

The presence of disenfranchised, alienated youth continues to be of grave concern. Drop outs continue to be a concern.

Question: How would you deal with the disenfranchised students as it relates to the drop out issue?

Decision-Making

As the cry for accountability resonates throughout many states, high stakes testing has been the result.

Question: As a call for seamless education systems grow stronger at the state level, how would you address the apparent disconnect between institutions of higher education and P-16 systems?

Topical Outline of Course Content

DATES	ACTIVITIES	DRESS
MONDAY July 12	Texas State Technical College (TSTC), and McLennan Community College (MCC) (Relationship, Resources, Clients, Connections, Landscape)	Professional Dress
TUESDAY July 13	Dana Center (Resource Center), Independent Colleges and University in Texas (ICUT), and Visit the Capitol with legislative aide (Representative Group, Resources, Connections, Pride) <i>5:00 p.m. until 6:30 Dinner on your own- practice time with your group; 6:30 – 7:30 Class begins - Introduction; 7:30 – 8:30 groups 1 & 2 will present; 8:40- 9:40 groups 3 & 5 will present. (Class Meeting/Working Dinner)</i>	UMHB Purple Shirt
WEDNESDAY July 14	Equity Center, and National Institute for Staff and Organizational Development (NISOD) (Politics, Resources, and Organizations that serve as Lobbyist) <i>3:00 p.m. Class begins- De-brief; 3:30-4:30 groups 4 & 6 present; Questions and Answers session. Evening on your own.</i>	Business Casual
THURSDAY July 15	Center for Research, Evaluation & Advancement of Teacher Education (CREATE), Texas Association for Supervision and Curriculum Development (TxASCD) and the Texas Association of School Business Officials(TASBO) (Teacher Quality Research, Improve Quality of Teaching and Learning, and an Organization for Financial Officers of the School District) DINNER - OASIS	Business Casual
FRIDAY July 16	Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) (Governing Agencies) Noon – Lunch and Departure	Professional Dress

SESSIONS

PRE-SESSION: May 15- July 12		DUE DATE	PERCENT OF GRADE
	QUESTIONS:	May 28	5%
	<p>You are to prepare questions to be used as scholarly inquiry for each event scheduled for the week of July 12th.</p> <ul style="list-style-type: none"> ▶ Submit electronically ▶ Limit – one question per each organization ▶ You are to submit your questions to Amber Diaz at Amber.L.Diaz@killeenisd.org 		
	WEB-SITE ASSIGNMENT:	June 11	
	<p>Check your knowledge of history and current events. You will find 8 topics at the Pearson Texas Government Study Site. Select Topic 8; select multiple choices; answer the questions; at the conclusion submit for grading; review your answers and send the results to me. Repeat a second time selecting the True/False assessment from Topic 8.</p> <ul style="list-style-type: none"> ▶ Pearson Texas Government Study Site ▶ Topic 8: Public Policy in Texas ▶ Multiple Choice – 15 Questions ▶ Submit Answers for Grading ▶ E-mail results to mzipperlen@umhb.edu ▶ Topic 8: Public Policy in Texas ▶ True or False – 5 Questions ▶ Submit Answers for Grading ▶ E-mail results to mzipperlen@umhb.edu 		
	READINGS: You select only one from the six listed below to review, and one of your own choice dealing with trends affecting education.	June 11- July 8	
	Colbert, Paul (2010, Spring). The Essential Importance of Equity. <i>Advocate</i> , 14-15. (Located in your handouts on LMS)		
	Lensmire, Timothy J. and Mistilina Sato (2009, January), Poverty and Payne. <i>Phi Delta Kappan</i> , v90, n5, 365-370.		
	Carpenter, Dawn and Nancy Flowers (2009, October). You Don't Have to be a Statistician to Use Data: A Process for Data-Based Decision Making in Schools. <i>Phi Delta Kappan</i> , v91, n2, 64-67.		
	<i>The Delta Kappa Gamma Bulletin</i> , (Spring 2010), Vol 76-3. http://www.dkg.org (Delta Kappa Gamma Society International).		

	In this edition, you will choose between two articles or one viewpoint to read. Look for the authors, Michelle Jordan and others, Anna Harrington, or Anita Vance. Enter the web site and click. Find Library header and click. In the top right hand corner there is a search box, type in Spring 2010 Volume 76-3 and click. The bulletin should appear with the title LEARN. You will then click on the “full version”.		
	CRITIQUES:	July 8	10%
	Two are required. You are to select one of the articles from the six pre-session readings to assess, and the second article must deal with future trends affecting education from a scholarly source of your choosing. ▶ Submit electronically ▶ APA Sixth Edition ▶ Two page limit		
	LOG	August 2	5%
	Prepare a brief description of subjects, activities, names of presenters, your reactions, etc. each day starting with July 12, 2010. You will submit your journal for review on August 2, 2010. ▶ Presentation and design of the journal is up to your discretion. ▶ Electronically submitted or hard copy (Hard copy will be returned to student during the first cohort weekend, September 17-18.)		
	CLASS ACTIVITIES	June 23 or 25	30%
	Group 1 – *Bradley Bolick, Amber Diaz, Karen Jackson, and Joanna Scott TOPIC: Finance Equity and Why it Matters. www.equitycenter.org		
	Group 2 – *Donna Brady, Krista Coleman-Freeman, Billy Harden, Keith Morgan, and LaKesha Whitfield TOPIC: Five National Trends (Finance) (http://highereducation.org/reports/losing_ground/ar2.shtml)		
	Group 3 – *Jennifer Barnett, Jeff Cottrill, Terre Evans, Andrea Nelson and Chris Everett TOPIC: Diversity-Rejecting Stereotypes and Helping Educators Understand Cultural Mismatches (www.tcrecord.org)		

	Group 4 – *Brent Edwards, Linda Flores, Anna Ayers Fox, Jake Hollatz, and Gail Mays TOPIC: Future Trends in Texas resulting from P-16 Initiatives		
	Group 5 – *Michelle Cox, Jason Mayo, Jimmy Shuck, Rosa Thompson, and Jack Welch TOPIC: Data-Based Decision Making Impact on School Districts		
	Group 6 – *Beth Funk, Charles King, Matthew Pyeatt, Jason Smith, and Traci Yandell TOPIC: Proliferation of Educational Technologies and the Impact on Traditional Classroom Settings		
POST-SESSION:	REFLECTIVE PAPER ▶ Limit to 5 pages ▶ Electronically submitted ▶ APA 6 Edition STUDENT LOG	August 2 August 2	50%

Methods of Instruction

The course will be taught in a seminar format. Although some material will be delivered by the professor in lecture fashion, students will be primarily responsible for researching information, logging their experiences, and establishing a network of leaders in education and other entities.

Course Requirements and Performance Evaluation

All assignments indicated on the Topical Outline of Course Content Table are due on the assigned dates.

1. Your **reflective paper** is to represent deep careful thought dealing with the experiences you had during your week in the Waco/Austin area. Your thoughts should reflect what you learned and how it applies to your professional practice and personal growth. You are welcomed to use a few suggestions from me to guide the development of your paper. In preparing your paper, be sure to cite individuals, specific experiences and or readings that support your reflection and response. The paper is not to exceed 5 pages and should be typed and doubled spaced. The due date is August 2, 2010.

Suggestions to guide your reflective paper are:

- ▶. Describe the Program for Educational Leadership, and reflect on your potential as a leader in the program.
- ▶. What seems to be the prevailing problems and trends in P-16 education in Texas today?
- ▶. What seems to be the prevailing problems and trends in higher education

in Texas today?

- . Where is your comfort zone among the many organizations visited during the state institute?
 - . What historical events, from your perception, have most impacted the present state of education in Texas today?
2. Keep a **“log”** of your experiences during this seminar with brief descriptions of subjects, activities, names of presenters, your reactions, etc. A well developed log will assist you in documenting aspects of your reflective paper.
 3. **Read all** required textual and supplementary material. Student participation and interaction is essential to the success of any graduate level course. Student readiness for and active participation in class discussions will be determined by the student’s ability to answer questions, provide input, and relate relevant issues/events/experiences during class discussion. Although meeting in a formal session may be prefer, it is not the norm for the state institute.
Informal discussion will occur spontaneous as time becomes available.
 4. The student is expected to research the **web sites** of the institutions that will be visited **prior to July 12, 2010**.
 5. The **group presentation** is limited to 25 minutes. You are encouraged to be creative in your style of presentation. It is expected all members of the group will be actively engaged in the research, the development of the plan, and the delivery of the plan. If a web site has been provided, it is merely a jump start. Use those resources you are most familiar with as you develop your group presentation. You are to relate your topic to appropriate chapters of the text book as you see fit, and you are to use one of the pre-session articles to demonstrate continuity of content.

Included in the handouts, you will note **Math 1950-2007**. As I was browsing the internet, the unknown source demonstrated how over time a math problem reflects so much of what is happening in society. Trends in Education or Trends in Educational Thought parallel life. It is important for the leaders of the 21st Century to synthesize current events of the time in developing future trends that may evolve while preparing the students to fill workforce roles that are yet to be.

Format:

Unless otherwise specified, all written assignments should adhere to the APA, 6th Edition and should be free of spelling and grammatical errors. Your reflection paper should be double-spaced, have one inch margins, and have twelve-point font.

Reflective Paper	Due Date	Value
APA Sixth Edition	August 2, 2010	5%

Spelling and Grammatical errors		5%
Response to focusing questions		30%
Substantive (having practical importance, value, or effect)		50%
Multiple sources of scholarly evidence (possessing or showing knowledge of subject or relating to scholars, formal studies or journals)		10%
Total		100%

Critiques	Due Date	Value
APA, 6 th Edition	July 8, 2010	5%
Spelling and Grammatical errors		5%
Substantive (having practical importance, value, or effect)		65%
Scholarly evidence (possessing or showing knowledge or subject or relating to scholars, formal studies or journals)		25%
TOTAL		100%

Group Presentation Rubric

	1	2	3	4	Points
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because the group jumps around	The group presents information in logical sequence which audience can follow	The group presents information in logical, interesting sequence which audience can follow	20
Content Knowledge	The group does not have grasp of information; student cannot answer questions about subject	The group is uncomfortable with information and is able to answer only rudimentary questions	The group is at ease with content, but fails to elaborate	The group demonstrates full knowledge (more than required) with explanations and elaboration	20
Visuals/ Technology	None	Occasional use but rarely support text and presentation	Visuals/technology related to text and presentation	The group used visuals and/or technology to reinforce screen text and presentation	12
Mechanics	Presentation had four or more spelling errors and/or grammatical errors	Presentation had three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	12
Delivery	Mumbles, incorrectly pronounces terms, and speaks too quietly for colleagues to hear	Audience members have difficulty hearing presentation. Incorrectly pronounces terms.	Voices are clear, and most words are correctly pronounced	Clear voice and correct, precise pronunciation of terms.	12
Participation	One individual carries the presentation and reads the report;	Two individuals carry the presentation; others have limited input;	Three individuals deliver the presentation; frequently using	All members participate in the presentation of the material;	12

	others have no input	most of report is read from the notes	notes	maintaining eye contact with the audience and rarely referring to their notes	
Integration of Pre-session article/s and chapter/s from Textbook	No common thread is established between topic, article/s or chapter/s in textbook	Occasional reference of a common thread between the topic and article/s or chapter/s in textbook	The group makes great efforts to establish a continuity within all content areas	Seamless consistency in developing the topic weaving in the pre-session article/s and various chapters of the textbook to enhance the overall presentation	12
				TOTAL POINTS	100

Course Policies and Expectations:

Academic Integrity. Students are expected to abide by UMHB's Student Conduct, p.30 *Graduate Catalog 2009-2010*, which includes avoiding plagiarism and practicing academic honesty.

Attendance. Class attendance is viewed by the instructor as critically important and imperative to success in this course. Students are expected to be present at all class meetings and on time.

Computers in Classroom. Use of computers in the classroom is permitted to facilitate online access during discussions. Use for non-academic activity, e.g., email, IM, Facebook, sports scores, etc., will result in loss of access during class time.

Electronic Resources. Students are expected to have and regularly check their UMHB email account. This will be the primary way in which the instructor will communicate with students outside of class. Students are also expected to have a myCampus account and regularly check the course information posted there.

Grading:

Grade Scale:

A = 91 to 100

B = 81 to 90

C = 71 to 80

F = 70 and below

Learning Management System Use. Students are required to use the UMHB Learning Management System (LMS) in myCampus when communicating with the instructor and other students. Students will use the LMS to access the course syllabus, download lecture slides, view assignments and assignment instructions, and check grades. To log in to the LMS, go to: <http://mycampus.umhb.edu> and use the User Name and Password provided to you by the Registrar's Office when you registered for classes. If you do not know your password, you can click "I forgot my password" on the myCampus home page. Your User Name is your Student ID#, which are the last 6 digits on the back of your UMHB Student ID card. For all other technical issues with LMS, please contact UMHB's Information Technology Department at 254-295-4658 or infotech@umhb.edu. Their office hours are M-Th, 8am to 10pm, and Friday 8am to 5pm.

Original Written Material. Written products delivered are expected to be original works prepared in response to an essay or project assignment. The use of another's ideas, words, phrases, or other concepts, should be clearly identified by the students.

Library Usage. As a UMHB student, who have a valid library account may access library resources electronically from off-campus locations. Additional information about the library may be found at <http://umhbllib.umhb.edu> or by calling 254.295.4637 or 877.316.3313 (toll-free). Library hours are Monday-Thursday 7:30 a.m. – 9:00 p.m.; Friday 7:30 a.m. – 5:00 p.m.; Saturday 10:00a.m. – 2:00 p.m.; and Sunday Closed.

Special Needs Students. If students have a disability or other need requiring special accommodation, they are encouraged to speak with the instructor before or after the first class session to ensure that appropriate resources are identified to meet their needs. Students may also contact the instructor via phone or email at any time to discuss this need. Students desiring accommodations(s) for a disabling condition are responsible for providing acceptable documentation. Contact 254.295.4696 for further information.

Texts

Aldridge, Jerry, and Renitta Goldman (2007). *Current Issues and Trends in Education*. Boston, MA: Pearson Education, Inc.

Strategic Reading Sources

Archer, Jeff (1966, March 27). "Surge in Hispanic Student Enrollment Predicted." *Education Week*.

Cetron, Marvin, and Gayle, Margaret Evans (1990). *Education Renaissance: 43 Trends for U.S. Schools*. World Future Society

Coates, Joseph F.; Coates, Vary T.; Jarratt, Jennifer; and Heinz, Lisa (1986). *Issues Management: How You Can Plan, Organize and Manage for the Future*. Washington, DC: Coates & Jarratt, Inc.

D'Amico, Carol; Geipal, Gary L.; and Judy, Richard W. (1997). *Workforce 2020: Work and Workers in the 21st Century*. Washington, DC. The Hudson Institute.

Drucker, Peter F. (1993). *The Accountable School*, from *The Post-Capitalist Society*. New York: Harper Business.

Education Commission of the States (ECS) (1998). *Designing and Implementing Standards-Based Accountability Systems*. Denver, CO: ECS.

Fahey, Liam, and Randall, Robert M., Eds. (1998). *Learning from the Future: Competitive Foresight Scenarios*. New York: John Wiley & Sons, Inc.

Haycock, Kati (1998), "Good Teaching Matters...A Lot." *Thinking K-16*. The education Trust, Vol. 3, Issue 2.

Hull, Dan (1995), *Who Are You Calling Stupid?* Waco, Texas: Cord Communication, Inc.

Hull, Dan and Julie Grevelle (1998), *Tech Prep the Next Generation*. Waco, Texas: Cord Communication, Inc.

Selected Websites:

ecs.org/html/aboutECS/documents/ESC_Annual_Report_2005.pdf

Educational Testing Service (2005). Annual Report. Educational Testing Service (2005). Annual Report

<http://www.mclennan.edu/>

McLennan Community College

www.waco.tstc.edu

Texas State Technical College (TSTC), Waco, Texas

www.icut.org

The Independent Colleges and Universities of Texas, Austin, Texas

www.thecb.state.tx.us

Texas Higher Education Coordinating Board, Austin, Texas

www.tea.state.tx.us

Texas Education Agency, Austin, Texas

<http://www.txascd.org/>

Texas Association for Supervision and Curriculum Development Texas

<http://www.tasbo.org/>

Association of School Business Officials

www.equitycenter.org

Equity Center, Austin, Texas

www.utdanacenter.org

Charles A. **Dana Center**, Austin, Texas

www.createtx.org

Center for Research, Evaluation and Advancement of Teacher Education (CREATE)

<http://www.nisod.org/>

National Institute for Staff and Organizational Development

Professor and Office Hours

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Last week I purchased a burger at Burger King for \$1.58. The counter girl took my \$2 and I was digging for my change when I pulled 8 cents from my pocket and gave it to her. She stood there, holding the nickel and 3 pennies, while looking at the screen on her register. I sensed her discomfort and tried to tell her to just give me two quarters, but she hailed the manager for help. While he tried to explain the transaction to her, she stood there and cried. Why do I tell you this?

Answer: Because of the evolution in teaching math since the 1950's

1. Teaching Math In 1950

A logger sells a truckload of lumber for \$100. His cost of production is $\frac{4}{5}$ of the price. What is his profit?

2. Teaching Math In 1960

A logger sells a truckload of lumber for \$100. His cost of production is $\frac{4}{5}$ of the price, or \$80. What is his profit?

3. Teaching Math in 1970

A logger sells a truckload of lumber for \$100. His cost of production is \$80. Did he make a profit?

4. Teaching Math in 1980

A logger sells a truckload of lumber for \$100. His cost of production is \$80 and his profit is \$20. Your assignment: Underline the number 20.

5. Teaching Math In 1990

A logger cuts down a beautiful forest because he is selfish and inconsiderate and cares nothing for the habitat of animals or the preservation of our woodlands. He does this so he can make a profit of \$20. What do you think of this way of making a living? Topic for class participation after answering the question: How did the birds and squirrels feel as the logger cut down their homes? (There are no wrong answers.)

6. Teaching Math In 2007

Un hachero vende una carretada de maderapara \$100. El costo de la producciones es \$80. Cuanto dinero ha hecho